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**WEEK 4**

**Main Weekly Objectives for Language Block**

Content Objectives: Students will demonstrate their understanding of the Olympics as a unique multicultural event/celebration of world wide talent

Language Objectives:

Students will use a strong, confident voice when participating orally in guided practice and partner work.

Habits of Mind Objective: Students will demonstrate the habits of mind of Creating, Imagining and Innovating

Intercultural Objective: Students will demonstrate their understanding of overcoming biases and stereotypes; they will recognize and celebrate the achievements of diverse athletes

**Main Weekly Objectives for Literacy Block**

Content Objectives:

Students will identify and describe the basic structure and main attributes of a 5-paragraph essay.

Students will identify the structure of an introductory paragraph and describe main attributes.

Students will identify the structure of a body paragraph and describe main attributes.

Students will identify the structure of a conclusion paragraph and describe main attributes.

Language Objectives:

Students will use level-appropriate vocabulary, grammar, and language conventions when writing a 5-paragraph essay.

Students will use a strong, confident voice when participating orally in guided practice and partner work.

Students will use content-specific vocabulary when identifying the structure of a 5-paragraph essay and describing its main attributes.

Habits of Mind Objective:

Students will write 5-paragraph essays on the topic of an invention or art work they would like to create to improve the world.

Intercultural Objective:

Students will celebrate the creativity and innovation of prominent members of various cultures.

**Day 1-Monday, July 28th**

**Language Development Block**

**8:30-8:45: Do Now:** Students will complete a quick write of their favorite exhibits at the MFA.

**8:45-9:00**

Students view and discuss a **You Tube** biography of Gabby Douglas for background knowledge prior to listening to a whole class read aloud.

**9:00-9:15**

Whole class read aloud

**9:15-9:30**

Students discuss and answer the Opening Questions <w4d1a>.

**CENTERS**

**9:30-10:30**

**Vocabulary Center**

Students will define vocabulary from context cues

<Vocabulary words: taunted, allegations, hardships, unrelenting, perseverance, unscathed, transform, demanding, ranks, homesick >

Students will use a wordbank to complete definitions <w4d1b>

**Listening Comprehension Center:**

Students will listen to and discuss the article. Students will identify idioms in context <w4d1c>

**Reading Center**

Students will read the article They will discuss comprehension questions in small groups <w4d1d>.

**Snack Break 10:30**

**Literacy Block**

10:40-11:00am: Do Now--Finish Anne Frank diary entry final draft

11:00-11:10am: Cheeseburger/House/Flower Pot Essay puzzles and worksheets in partners

11:10-11:20am: Mini-lesson on five-paragraph essay structure and attributes

11:30-11:45am: Guided practice: writing a thesis statement and introductory paragraph

11:45-12:00am: Independent practice, writing thesis statements and introductory paragraphs

**Day 2-Tuesday, July 29th**

**9:00-9:45am Field Trip Prep**

Review history, famous alums, resources, and degree programs at Boston University

**Snack Break and Bathroom 9:45-10:00am**

**Day 3-Wednesday, July 30th**

**Language Development Block**

**8:30-8:45: Do Now:** Students will complete a quick write. What impressed you the most about Gabby Douglas? Why?

**8:45-9:00**

Students view and discuss an online article from [www.whatkidscando.org](http://www.whatkidscando.org) by teen authors. **9:00-9:15**

**9:15-9:30**

Activate background knowledge <w4d3a>.

**CENTERS**

**9:30-10:30**

**Vocabulary Center**

Students will define idioms from context cues

<Vocabulary words: never gave a second thought, thumbing through, assumed, vicious cycle, minor expense, salary, founded alleviate, poverties, enlist, heartbreaking, put a face on it, mission, chapters >

Students will use a wordbank to complete definitions <w4d3b>

**Listening Comprehension Center:**

Students will listen to and discuss the article using comprehension questions<w4d3c>

**Reading Center**

Students will read the article. They will create a story map using words and pictures to represent their ideas. <w4d1d>.

**Snack Break 10:30**

**Literacy Block**

10:40-10:50am: Do Now--Draw 5-paragraph essay structure and explain in one sentence

10:50-11:00am: Review 5-paragraph essay structure

11:00-11:20am: Mini-lesson on writing strong body paragraphs (TEACUPS)

11:20-11:40am: Guided practice writing body paragraphs

11:40-12:00am: Independent practice writing body paragraphs

**Day 4- Thursday, July 31st**

**Language Development Block**

**8:30-8:45: Do Now:** Students will complete a quick write. What is a natural resource? What is biodiversity? <w4d4a>

**8:45-9:15**

Students view and discuss a cyber field trip to the Galapagos Islands[www.PBS.org](http://www.PBS.org)

Students listen to the recorded interview at [www.npr.org](http://www.npr.org).

**9:15-9:30**

Activate background knowledge using discussion questions <w4d4b>.

**CENTERS**

**9:30-10:30**

**Vocabulary Center**

Students will define idioms from context cues, dictionaries and iPads.

Students will use a wordbank to complete definitions <w4d4d>

**Listening Comprehension Center:**

Students will listen listen to the recorded interview at [www.npr.org](http://www.npr.org). and discuss comprehension questions<w4d4c>

**Reading Center**

Students will read Print version of NPR broadcast interview and answer discussion questions <w4d4e>.

**Snack Break 10:30**

**Literacy Block**

10:40-10:50am: Do Now--Write TEACUPS structure and explain what makes a strong body paragraph

10:50-11:00am: Mini-lesson on writing strong conclusion paragraphs

11:00am-11:10am: Guided Practice: Writing strong conclusion paragraphs

11:00am-11:15am: Review full 5-paragraph essay structure and attributes

11:15am-12:00: W-APT Assessment

**Day 5-Friday, August 1st**

**9:00-9:45am Field Trip Prep**

Review definition, purpose, and examples of dramatic/comedic improvisation

**Snack Break and Bathroom 9:45-10:00am**